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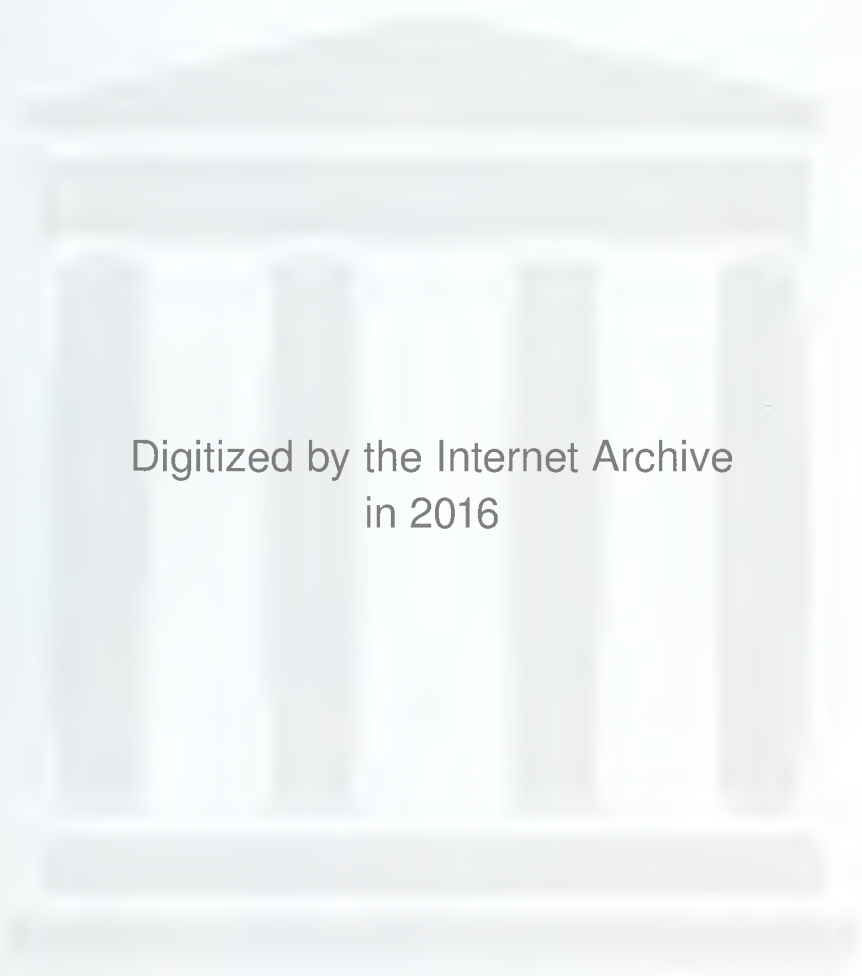
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THE ADMINISTRATION AND ORGANIZATION
of the
DISTRIBUTIVE EDUCATION PROGRAM

Bulletin 270

LESTER K. ADE
Superintendent of Public Instruction



Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
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FOREWORD

Vocational education in distributive trades is new to Pennsylvania, so new that there have been countless questions and queries raised about it. To answer some of these questions, this simplified explanation of the State Plan for organizing classes in distributive education is presented.

The field of retail and wholesale distribution covered by the George-Deen Act has endless possibilities for education. Realizing this, progressive merchants and educators have pledged their aid in starting the educational program in the State.

This bulletin explains the opportunities available to schools and communities and tells how classes may be organized and conducted. Qualifications for teachers, supervisors, and students in the classes are given in detail.

Educators, consumers, students, and workers in distributive trades who review this program will realize why it has been hailed as another step forward toward a democratic system of vocational education wherein all distributive workers may learn how to give more satisfactory service for the benefit of themselves and the people they serve.

The bulletin was written by Bishop Brown, Chief, Division of Business Education, under the direction of Dr. Paul L. Cressman, Director, Bureau of Instruction, and edited by Mr. Eugene P. Bertin, Editor, Department of Public Instruction.

LESTER K. ADE

Superintendent of Public Instruction

February, 1939

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VOCATIONAL EDUCATION IN DISTRIBUTIVE TRADES

I. THE NEEDS AND BENEFITS OF A PROGRAM OF DISTRIBUTIVE EDUCATION

A. What Is the George-Deen Act?

The George-Deen Act, passed by the Congress of the United States in June of 1936, provides for vocational education for workers in distributive occupations.

Under this bill, \$1,254,000 in Federal funds is allotted annually to the several states. This appropriation, supplemented by state and local funds, will enable schools to develop evening and part-time classes for the large and rapidly-increasing group of distributive workers in this country.

B. What Is the Social Significance of This Act?

For the past twenty years, the Federal Government has sponsored vocational education in agricultural homemaking and industrial vocations, helping workers in the major fields of production.

Consumers, too, have been aided by extensive courses in home-making. Thus Federal recognition has been made of the producers and of the consumers, but not of that large group that bridges the gap between production and consumption—the workers in the distributive trades.

By this new provision for vocational education in distributive occupations, the major economic groups in our national business circle are now covered. The George-Deen Act is another step forward toward a democratic system of vocational education wherein all distributive workers may learn how to give more satisfactory service for the benefit of themselves and the people they serve.

C. Why Does a Community Need a Program of Distributive Education?

Educated salespeople will result in better sales service for the people in the community. This improved service will mean more effective purchasing by the consumer. To the retailer, it will mean efficient personnel to retain customer confidence and stimulate sales. The employe can be paid better wages and, through effective service, can find greater satisfaction in his job.

Through the cooperation of schools and businessmen in formulating the educational program, there will develop more cordial relations between business and education and better understanding of mutual problems.

D. Who Will Benefit by a Program of Distributive Education?

The workers will have an opportunity for advancement in salary through more effective service, will be educated for advancement in the field of work, and will find more personal pride and satisfaction in their job.

The employer will have more efficient workers, bringing him more satisfied customers and increased sales.

The consumer will receive from the educated employe better and more intelligent service.

II. THE PROGRAM OF VOCATIONAL DISTRIBUTIVE OCCUPATIONS

A. What Are the Distributive Occupations?

Distributive occupations represent every type of work wherein a product or service is sold to a consumer. These occupations are usually recognized under the following divisions:

1. Managers and operators of all kinds of shops, stores, commercial and personal service businesses.
2. Apprentices and learners-in-preparation for managerial positions in stores.
3. Department heads, supervisors, and foremen in stores.
4. Purchasing agents, general buyers for all types of retail and wholesale stores and service organizations.
5. Sales managers in all kinds of businesses.
6. Salespeople in all businesses.
7. Store service workers in contact with customers: cashiers, adjusters, collectors, etc.
8. Delivery men of all kinds.
9. Messenger, bundle, and cash girls and boys in stores.
10. Miscellaneous: waiters, stewards, etc.

Distributive occupations do not include clerical work, such as stenography, bookkeeping, office clerical work; nor do they include trade and industrial work followed by those engaged in railroad, trucking, or other transportation activities.

B. What Are Distributive Occupational Subjects?

Two types of subjects will be taught in the classes held under the George-Deen Act: vocational distributive subjects and related distributive subjects.

1. *A vocational distributive subject* is one involving a discussion or presentation of the specific working practices of a distributive occupation for the purpose of increasing skill, technical knowledge, occupational information, or judgment of workers engaged in that specific occupation. Salesmanship, merchandising, and display would be included in this group.
2. *A related distributive subject* is one which is intended to enlarge the vocational knowledge, understanding, morale, or judgment of workers from one or more distributive occupations. Thus subjects bearing on the production and preparation of the commodities sold, the consumer demand for such commodities, social contacts for store workers, laws affecting stores and businesses, art principles to be followed in the display of goods, or preparation of advertisements, science in the sanitary handling of perishable goods, business organization and management, economics of retailing, are all examples of related distributive subjects.

C. What Classes May Be Organized Under the Distributive Education Program?

It is specified that Federal money under the George-Deen Act can be spent for vocational education only in part-time and extension classes. Three kinds of classes come under these provisions:

1. Classes organized for workers who can leave their daily employment only for a few hours each week to attend courses. These classes will be held in the building where the employees are working, or in a school building, and will be conducted on store time.
2. Short unit courses to be taught to a group of workers during the period when they are not employed. These extension classes are usually held in the evening.
3. Classes in cooperative school-and-employment education where young men and women divide their time between school and working experience.

D. For what People Are the Classes In Distributive Education Planned?

1. Young men and women who wish to enter a distributive occupation and who want to prepare themselves for it through cooperative preparation courses.
2. Workers in distributive occupations who want to learn how to do their jobs better.
3. Workers in distributive occupations who wish to prepare themselves for advancement in their field.
4. Workers in distributive occupations who are in danger of losing their jobs because of changing conditions in their particular occupations. With their previous experience as a background, these people may be educated for employment in other related fields.

E. How Can the Kinds of Classes Be Determined?

1. A local advisory committee can give valuable suggestions as to the kind of classes needed.
2. At the end of courses students are asked to evaluate their present course and their preference for additional or other courses.

F. What Is the Plan for Part-time Classes?

1. Continuous, part-time classes for workers who can leave their work only a few hours each week. These courses may be conducted for a period of time covering a school term or year.
2. Short unit classes are conducted for a limited period of time when the workers are not needed on the job. These classes may be held several hours a day, each day, for a week or longer.

**G. What Is the Plan for Cooperative
Part-time Classes?**

The cooperative school-and-work education is planned to provide preparatory education under actual working conditions for young men and women who wish to enter distributive occupations.

Under this system, students divide their school hours between study and work in the store. The hours spent in school instruction, not to be less than fifteen hours a week, are matched by hours spent on the job.

Under the State Plan, these part-time employed workers will receive for their working hours a monetary rate comparable to that paid to other employes.

The minimum age entrance to these part-time cooperative courses is sixteen years, except in those instances where a higher age limit has been set by law, due to the hazards of the occupation.

H. What Is the Plan for Evening Classes?

Evening classes will be given in both vocational and related subjects, the needs of the working group to determine the type of course.

Whenever possible, separate classes will be organized for special groups of workers: grocery store salesmen, dress store managers, etc.

Classes will be organized when enrolment is sufficient to justify formation of the class.

**I. What Are the Courses for Evening and
Part-time Classes?**

1. Vocational Distributive Subjects
 - a. Salesmanship
 - (1) Introduction to selling
 - (2) Selling techniques and practices

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- (3) Important factors in selling
- (4) How to develop the right sales personality
- (5) Use of current trade journals in selling
- (6) Relation of advertising to selling
- (7) How to develop a sales vocabulary

b. Merchandise information

- (1) Textile merchandise
- (2) Non-textile merchandise
- (3) Economics of fashion
- (4) Modern designers
- (5) Fashion trends
- (6) Color line and design

2. Related Distributive Subjects

- a.
 - (1) Store organization
 - (2) Store operation
 - (3) Store systems
 - (4) Wastes and losses in stores
 - (5) Commercial law
 - (6) Store arithmetic
 - (7) Labor relations
 - (8) Principles of leadership

b. Retail Distribution

- (1) Merchandise studies
- (2) Economics of retailing
- (3) Principles of merchandising
- (4) Trends in types of retail stores
- (5) Costs of distribution

c. Miscellaneous

- (1) Personal hygiene
- (2) How to get along with people
- (3) How to apply for a job
- (4) Personal interviews on the job
- (5) Display education
- (6) Oral English

III. ADMINISTRATION OF THE PROGRAM

A. May Reimbursement Be Allowed for the Salary of a Teacher of Distributive Education Who Is Employed also as an Educational Director, Manager Official, or Worker in a Store?

Yes, for such time as he may give to teaching, provided he is a qualified teacher of distributive occupational subjects in classes under public supervision.

B. May Reimbursement Be Made for the Salary of a Teacher of a Class of Retail Store Employees, All of Whom Are from the Same Store?

Yes, provided the class is under public supervision and control and conforms to the provisions set by the George-Deen Act, and provided the teacher meets the qualifications for teaching distributive occupational subjects.

C. May Reimbursement Be Made for a Part of the Salary of an Educational Director Employed by a Store or Retail Trade Association for Teaching Store Employees?

Yes, provided the teacher is a qualified instructor of distributive occupational subjects in the employ of public schools.

D. May Reimbursement Be Made for the Salary of an Evening or Part-time Teacher of Bookkeeping, Arithmetic, or Typewriting?

Reimbursement may be made only when the teacher is teaching such aspect of these and other commercial subjects as are supplemental to the occupational needs of the distributive trades. Such subjects as bookkeeping for retail grocers, retail meat dealers, or other employes may be taught; handwriting and arithmetic for salespeople and store workers; typewriting for store owners and managers.

E. May Reimbursement Be Made for the Salary of an Evening or Part-time Teacher of Shorthand, Stenotyping, Dictaphone Operation, or Other Similar Subjects?

No. These skills are not regarded as a part of the occupational requirements of workers in distributive occupations.

F. May Funds Allotted by the Act Be Used for Evening Classes Preparing Workers for Distributive Occupations?

No. Students in reimbursable evening classes must be already employed or have had previous employment or education in a distributive occupation. Only cooperative courses will be organized to prepare workers for distributive occupations.

IV. QUALIFICATIONS FOR SUPERVISORS AND TEACHERS

A. What Is the Supervisory and Teaching Plan for Pennsylvania?

The Department of Public Instruction being responsible for the State program in Distributive Education adheres to policies outlined by the United States Office of Education. Therefore, a State Plan, explaining administrative and supervisory details, has been prepared for the use of local boards of education.

Local boards of education are responsible for the operation of a distributive education program and should have qualified supervisors, coordinators, and teachers to meet local needs.

Local supervisors will cooperate with local boards of education in formulating and carrying on distributive education curricula and courses in the schools. They will keep in close contact with employers, employees, trade associations, etc., in determining the type of classes to be conducted. They will be responsible for developing cooperative relations between school and store.

B. What Are the Qualifications for a Local Supervisor?

1. Practical working experience

At least two years' experience in a distributive occupation, a part of this time in a managerial capacity. In determining experience, employment for less than six months in one line of business will not be considered.

2. Teaching experience

Two years of full-time teaching experience in a field of distributive education in public schools or retail organizations.

3. General education

Graduation from an accredited college or university, with a major in distribution, marketing, business administration, or education.

4. Professional education

Twenty-four semester hours in education above and beyond that required for a certificate for teachers of distributive preparation. Sixteen of these semester hours shall be in distributive education. If the person cannot meet these requirements, a temporary certificate shall be issued and the supervisor must meet the requirements within two years after employment. Twelve of the sixteen semester hours of vocational courses shall be as follows:

	Semester Hours
Technique of classroom supervision	2
Vocational education	2

Semester Hours

Supervision of distributive education	2
Coordination of distributive education	2
Conference leading and education	2
Survey technique	2
Curriculum making	2
Vocational guidance	2
Methods of distributive education	2

C. What Are the Qualifications for a Coordinator?

The qualifications of a coordinator are identical with those of a supervisor except in professional education requirements. The coordinator shall have had twelve hours of education beyond and above that required for a state certificate.

If the person cannot meet these requirements, a temporary certificate shall be issued and the coordinator must meet the requirements within two years after employment.

D. What Teachers Will Be Employed Under the George-Deen Act?

- 1. Teachers of vocational distributive occupational subjects in evening classes, part-time classes, and cooperative classes.
- 2. Teachers of related subjects in evening classes, part-time classes, and cooperative classes.

E. What Are the Qualifications for Teachers in Evening and Part-Time Classes?

1. Teachers of Vocational Subjects

Because the classes in vocational subjects will be mainly concerned with the working practices of the occupations, teachers for these classes will include men and women recruited from industry and business. These part-time teachers will be granted special certificates for teaching if they qualify in one of three divisions:

- a. Evidence of six years' experience in the occupation or kind of business whose working practices are being taught
or
- b. Graduation from an approved school of secondary level, plus four years of experience in the occupation to be taught
or
- c. Education in an approved technical, distributive, or vocational school of college level may be accepted in lieu of practical occupational experience, year for year, up to the maximum of four years.

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2. Teachers of Related Subjects

Two types of teachers will qualify for the teaching of related subjects: regular certified teachers who meet certain requirements and technical or professional experts who have adequate educational background. The further requirements of the instructors are as follows:

- a. Holders of standard vocational certificates of teaching
 - (1) Experience of a minimum of two years as successful, competent teachers of subjects related to distributive education. This teaching should have been done in approved secondary schools or vocational schools.
 - (2) A minimum of six clock hours of conference on methods of teaching vocational subjects.
 - (3) A minimum of six months of working experience in the occupation or line of business to which the instruction is related.
- b. Professional or technical experts having special knowledge of a distributive occupation which relates to the subjects taught in class
 - (1) Continuous experience for a minimum of two years in a work requiring use of technical knowledge of the type that is needed by distributive workers.
 - (2) A minimum of six clock hours of conference on methods of teaching vocational subjects, including conference leading

or

A written outline of the course to be taught, showing the application of the expert's knowledge to the specific working activities of the members of the class.

F. What Are the Qualifications for Teachers in Cooperative Classes?

1. Teachers in vocational subjects
 - a. Graduation from an accredited college or university with a major in distribution, marketing, business administration, or education
 - b. Two years' working experience in a distributive occupation
- or
- c. Graduation from an approved school of secondary level
- d. Four years' practical experience in a distribute occupation
- e. A minimum of six clock hours of conference on methods relating to the teaching of vocational subjects

2. Teachers in related subjects

These classes will be taught by certificated teachers of home economics, commerce, industrial art, or any other subject connected with distributive education. These teachers will be officially certificated as teachers of specified related distributive subjects if they qualify in the following:

- a. Minimum of two years' experience as successful, competent teachers in subjects related to retailing
- b. A minimum of six months' working experience in an occupation or line of business related to the subject taught

or

Written outline of the courses, showing the application of the teacher's technical knowledge to the occupational needs of the class.

G. Is a Teacher of Vocational Homemaking or Agriculture Qualified to Teach Workers in a Distributive Occupation?

Only if such a teacher meets the requirements set by the State plan for the teaching of subjects related to distributive education. Teachers of vocational homemaking and agriculture who are qualified to teach related subjects may be employed to teach textiles, cooking, marketing of poultry, and other related subjects.

H. How Are Qualified Persons Prepared to Teach Distributive Subjects?

Teacher-preparation will be conducted in Pennsylvania through:

1. Special short unit courses in universities and colleges
2. Group conferences and meetings which will be held in each district under the leadership of local boards of education. This type of informal in-service preparation will be supplemented by State and regional teachers' conferences.

I. What Teaching Methods Are Recommended in the Instruction Program?

1. Conference and demonstration methods have proven to be most effective for adult groups.
2. Demonstration and discussion methods for part-time cooperative groups add vitality to classroom work.

3. Lecture method should be confined to those situations in which vocational or related subject material needs explanation.
4. Outside specialists or speakers can be used occasionally but care should be exercised in breaking the unity of course material by too many speakers. The purpose of an outside speaker should be clearly recognized by the student group.

J. Where Can a List of Instructional Material Be Obtained?

The Chief of Business Education will furnish a bibliography of reference books, pamphlets, and booklets upon request.

K. In What Subjects Are Course Outlines Available?

The Chief of Business Education will furnish a list of outlines upon request.

V. CONCLUSION

The establishment of a program of distribution education in Pennsylvania is in a formative stage and the present bulletin simply constitutes the outline of a basis on which this new phase of public education may develop. It comprises the four basic elements of any educational program; namely, the needs of the activity, the program itself, the administration of the work, and the qualifications of teachers who direct the program. While some attempt has been made to answer the questions raised in this publication, these answers are obviously tentative in nature and formulated in the light of conditions as they exist at present.

As the program of distribution education evolves in Pennsylvania, provision should be made for the solution of life problems as they arise for the individual pupils. Real situations serve as stimuli and relate learning with life. For the same reason, the pupils should be allowed to share in planning the scope and character of their experiences. Stronger purposes and meanings will develop from this cooperative participation in selecting and studying problems with which the students themselves may be confronted.

In the past few years the utilitarian values of the activities taught in social-business classes have been carefully evaluated and emphasized. Teachers and school officials alike have been concerned with offering such activities in distributive education and related fields as will enable our young folks now and in later life to improve their everyday economic life.

